

VISIT...

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Tutor Teaching Tips

Lesson 35: Digraph sh • Part 1

MATERIALS

Letter page

Picture cards;
Game cards
flash, shape

Letter cards:
s, h, e, d;
Workmat

Letter cards:
s, h, l, f, d,
n, a, e, i

Game cards

Flash cards:
good, than,
these

Flash cards:
gone, Shelly,
happy

Flash cards:
complete set

Introducing Digraph sh



10–15 minutes

Point to the word *ship* on the letter page as you read the word. Explain that the letters *s* and *h* together make the sound of /sh/ at the beginning of the word *ship*. Have the child repeat the sound: /sh/. Point out the *s* and *h* at the end of the word *fish*. Explain that the /sh/ sound can be found at the beginning and at the end of words. Point to the words at the bottom of the page and have the child read the words with you. Ask the child to point to the letters that stand for the /sh/ sound in each of the words.

Use the cards *flash* and *shape* from the game cards. Read the words with the child as you run your finger under the letters. Place the cards face up on the table. Name the picture cards with the child: *sheep, shell, shoe, shark, dish, fish, brush, splash*. Mix up the picture cards and give them to the child. Have the child sort the picture cards under the word cards *flash* or *shape*, according to where he/she hears the /sh/ in the picture name. Tell the child the picture name if he/she forgets.

Blend Words



5–8 minutes

Give the child the letter cards *s, h, e,* and *d* and the workmat. Have the child say the word *shed*. Ask the child what two letters he/she needs to push into the boxes to make the /sh/ sound. Guide the child to push up the letters *s* and *h* into the first two boxes in the row of 4 boxes. Then have the child repeat the word and push up the letters needed to complete the word. When the letters are in the boxes, ask the child to blend the sounds together to say the word.

Repeat the process with the following words: *shelf, shade, shine*. Give the child the letters needed to blend one word at a time.

Spread the game cards face down on the table. Have the child turn over two cards and read the words. If the words are the same, the child gets to keep the cards. If not, the child turns the cards over, and it is your turn.

Teach High-Frequency and Story Words



5–8 minutes

One at a time, read the new high-frequency words to the child as you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 35: Digraph sh • Part 2

MATERIALS

Letter page

Letter cards:
f, r, s, h, d, b, t,
e, u, a, i

Flash cards

Practice sheet

Decodable book:
*Shelly's Shell
Shop*

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

Show the child the letter page and review the digraph. Ask the child to say some words that start or end with the digraph.

Give the child the letter cards. Say the word *fresh*. Have the child repeat the sounds in the word and find the letters to spell it. Repeat the sounds for the child if he/she has difficulty finding the right letters to use. Have the child push up the letters into the row of five boxes on the workmat as he/she says each sound. Ask the child what two letters he/she needs to push into the boxes to make the /sh/ sound at the end of the word. Have the child run his/her finger under the word as he/she reads the word he/she has made. Repeat with the words: *dish*, *brush*, *trash*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each sound as he/she runs his/her finger under the letters in each word in row 1. Then have the child say the whole word.

Have the child sound out the review words in row 2. Point out that the ending *-ed* has been added to the word *like* to make the word *liked*. Point out the *-ed* ending on the word *named*. Cover the letter *d* with your finger if necessary, and have the child sound out the root word, then have the child read the whole word.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask how Shane ended up spending his cash.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Digraph sh

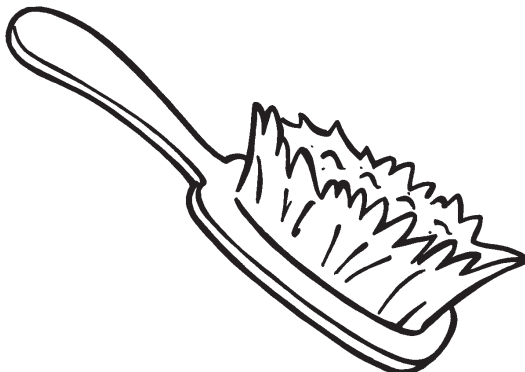
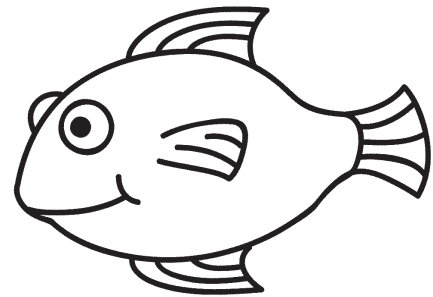
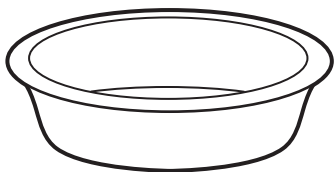
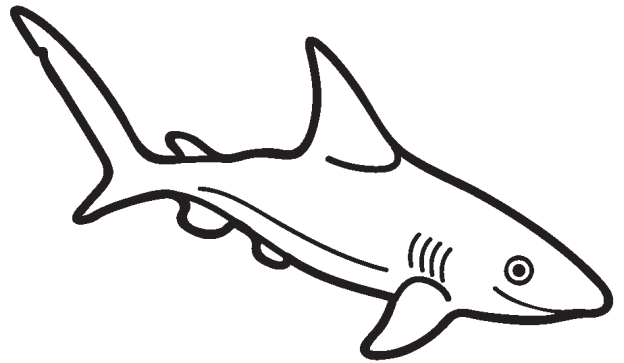
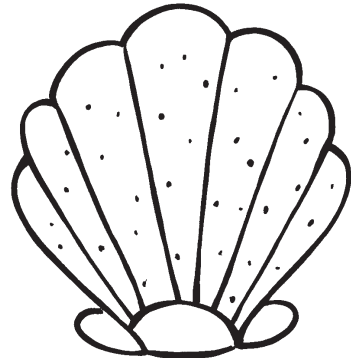
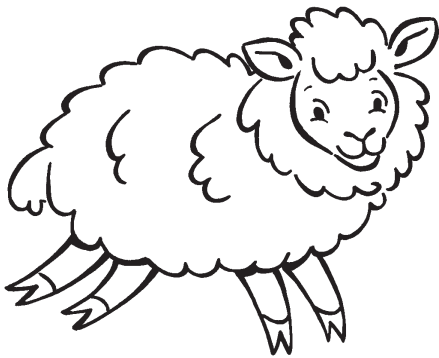


ship



fish

shut **sh**ave **sh**in **ash** crush**sh** splash**sh**





shell

shell

shop

shop

shape

shape

shave

shave

shift

shift

blush

blush

crash

crash

smash

smash

flash

flash

brush

brush



s	h	l	f	d
n	r	b	t	e
a	u	i		



good

these

than

Shelly

gone

happy

when

how

were

as

what

too

would

more

much

my

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Shelly • shell • shop • ship Shane • cash • shut • fish shrimp • trash • shape
2 Reviewed words	like • liked • note • take • spend named
3 New h-f words	good • these • then
4 Review h-f words	when • how • were • as • what too • would • more • much • my
5 Phrases	fish and shrimp a shell shop Shelly and Shane
6 Sentences	Shop at Shelly's Shell Shop. The ship is in shape.

INSTRUCTIONS: Have the child read each sentence and circle the words that have digraph sh. Then have the child draw a picture to go with each sentence in the space above it.

I can see a shell and a ship on the shelf.

I wish I could eat this fresh fish on the dish.

Ron can brush his cat named Shep in the shade of a bush.

Shane will dash to the shop to get a can of pop with his cash.

I wish you would not splash me.

Take the trash to the shed.